



## Developing Task-Based Learning Materials to Improve Students' Vocabulary Mastery Viewed from Linguistic Awareness

<sup>1</sup>Noviana Nursyahbandi, <sup>2</sup>Najmeh Dehghanitafti

<sup>1</sup>English Education Department, Faculty of Culture, Management, and Business, Universitas Pendidikan Mandalika Jl. Pemuda No. 59A, Mataram, Indonesia. Postal code: 83125

<sup>2</sup>Department of Arts and Letters, Idaho State University, Pocatello, Idaho 83209, United State

\*Corresponding Author e-mail: [novinoviana02@gmail.com](mailto:novinoviana02@gmail.com)

Received: December 2022; Revised: March 2023; Published: May 2023

### Abstract

Task-based language learning is an approach that highlights the use of meaningful and authentic tasks in language learning activities. In practical terms, students engage in activities or language tasks that are designed to simulate real-life situations, where they must use the language to complete the task. This approach demands that teachers design learning materials in accordance with task-based learning frameworks. Among the linguistic aspects that have been considered as having a dominant effect on language teaching is linguistic awareness. Therefore, the present study aims to develop task-based learning materials for teaching vocabulary in EFL classrooms for 11th-grade students in secondary high schools, viewed from the perspective of students' linguistic awareness. This study employs the 4Ds (Define, Design, Develop, and Disseminate) study method. The data collection comprises two types of data, namely qualitative and quantitative data. The quantitative data are analyzed using statistical methods, while the qualitative data are analyzed using techniques such as data condensation, data display, and drawing conclusions. The outcome of this study is an English vocabulary learning material based on task-based language learning activities for high school students in Central Lombok. The task-based learning material is designed based on the syllabus, student needs, school conditions, and level of ability that the researchers have previously analyzed, ensuring that the resulting product is in line with the students' and English teachers' needs.

**Keywords:** task-based learning; teaching materials; vocabulary; linguistic awareness

**How to Cite:** Nursyahbandi, N., Dehghanitafti, N., & Tahmina T. (2023). Developing Task-Based Learning Materials to Improve Students' Vocabulary Mastery Viewed from Linguistic Awareness. *Journal of Language and Literature Studies*, 3(1), 37-52. doi: <https://doi.org/10.36312/jolls.v3i1.1088>



<https://doi.org/10.36312/jolls.v3i1.1088>

Copyright © 2023, Nursyahbandi et al

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) License.



## INTRODUCTION

Vocabulary is an indispensable component of language learning, as it plays a vital role in the acquisition of all four language skills: reading, writing, speaking, and listening (Arndt & Woore, 2018; Baiq Sumarni et al., 2022; Br Sembiring & Simajuntak, 2023). In the absence of a sufficient vocabulary, individuals are unable to effectively communicate their thoughts and feelings through either oral or written means (Chonnia & Izzah, 2022). A greater command of vocabulary enables individuals to effectively express themselves in all four language skills (Deni & Fahriany, 2020; Khazaie & Jalilifar, 2015). In recent studies, researchers emphasized that grammar alone is insufficient for effective communication, and that vocabulary is equally essential (Kho et al., 2021). This suggests that even if language learners possess an excellent grasp of grammar, their language proficiency is limited by their lack of vocabulary.

Teaching vocabulary is among the most widely discussed aspects of teaching English as a foreign language (Augustyn, 2013; Deni & Fahriany, 2020). Throughout the process of teaching and learning, teachers are confronted with numerous challenges in imparting knowledge to their students. Particularly with regard to secondary students, educators may encounter difficulties in achieving satisfactory learning outcomes (Zano, 2022). Consequently, teachers must explore and prepare appropriate techniques to be implemented in the classroom. An effective teacher must possess a comprehensive range of techniques that are both diverse and up-to-date. In addition, teachers should have a thorough understanding of the subject matter and the ability to communicate it effectively to secondary students. Ultimately, a successful teacher must inspire and motivate their students to become engaged and satisfied participants in the learning process within the classroom.

Teaching vocabulary is a critical component of language acquisition, given that language is fundamentally based on words (Ihsan & Syafitri, 2021; Khazaie & Jalilifar, 2015). In fact, communication between human beings is primarily based on the use of words, and it is nearly impossible to acquire a language without a sufficient vocabulary (Kusmayanti & Hendryanti, 2021; Teng & Zhang, 2021). Both teachers and students agree that the acquisition of vocabulary is a central factor in language learning. Nevertheless, recent studies suggest that many educators struggle with teaching vocabulary due to a lack of familiarity with effective pedagogical practices and limited understanding of where to begin (Al Adawiyah, 2023; Alfatihah & Tyas, 2022). In Indonesia, the process of learning English involves the development of four essential skills: reading, listening, speaking, and writing (Eliata & Miftakh, 2021; Firdaus & Mayasari, 2022; Haerazi et al., 2021). As Elfrieda H. Hiebert (2005) notes, vocabulary represents the set of words whose meanings are understood when spoken or read aloud. Vocabulary is situated within the second aspect of language elements, and a substantial repertoire of words is necessary to convey meaningful speech. Thus, the acquisition of vocabulary is a critical element of language learning.

The mastery of vocabulary is a critical component in achieving fluency in English. By acquiring a broad range of vocabulary, students can more readily comprehend the spoken language of native speakers (Aprianoto & Haerazi, 2019; Hidayatullah & Haerazi, 2022) and enhance their overall language skills. Schools frequently employ a conventional learning model that has been the subject of numerous research studies. However, traditional teaching approaches have not consistently met the needs of every student in the classroom, particularly those with lower language proficiency. Consequently, teachers must carefully select appropriate teaching methods to ensure successful learning outcomes for all students (Habibi et al., 2022). Such considerations are essential to promote effective language instruction in schools.

In the field of language education, researchers have emphasized the importance of innovation and creativity in finding effective solutions to help students learn English in a positive, creative, and enjoyable way (Álvarez Valencia, 2014; Andika et al., 2023). However, despite these efforts, students still face challenges in improving their vocabulary. It is essential to understand that mastering vocabulary is not solely about the number of words memorized, but also about comprehending their meanings, changes, spellings, and identifying their respective parts of speech such as verbs, nouns, adjectives, and adverbs (Putri et al., 2021; Rokhayati & Alvionita, 2022). English education in Indonesia is still predominantly based on the belief that knowledge is a collection of facts that must be memorized, resulting in a lack of emphasis on developing students' abilities to apply knowledge in real-life situations (Fatiani et al., 2021; Jupri et al., 2022). Therefore, there

is a need for a more holistic approach that includes enhancing students' critical thinking skills, creativity, and communicative competence in English.

In the field of English language learning, researchers have identified several issues that hinder students' progress in learning English vocabulary. Among these problems are the continued use of conventional materials, which do not encourage students to develop their abilities or curiosity (Arshad et al., 2020). Furthermore, these materials and techniques are often limited and not well-organized, resulting in monotonous teaching media being used by teachers (Hadi & Karyadi, 2023). Since these issues are prevalent across many schools, teachers must focus on developing learning materials that are engaging and varied, in order to maintain student interest and improve their vocabulary mastery.

Task-Based Learning (TBL) is a language learning method that seeks to provide students with natural context for language use, with a focus on presenting new language features such as vocabulary, grammar, and pronunciation (Afifah & Devana, 2020; Han, 2018). This approach emphasizes student-centered learning activities and requires students to complete tasks either individually or in groups. Teachers play a facilitator role in the learning process, providing instructions on what to do and monitoring students' progress. Through the use of TBL, teachers can encourage students to actively engage with the material and develop their vocabulary in a meaningful way, rather than simply memorizing lists of words. Therefore, it is important for teachers to consider the use of TBL in their vocabulary instruction in order to create a more effective and engaging learning environment for their students.

This study is focused on addressing the need for the development of Task-Based Learning (TBL) materials in order to improve secondary school students' vocabulary mastery in English. As vocabulary acquisition is an essential component of language learning, it is crucial for teachers to adopt new methods and materials that are relevant and effective for their students (Bowers & Kirby, 2010). In this study, TBL refers to a teaching methodology that involves the use of specially designed instructional tasks to engage students in the language learning process (Han, 2018; Lume & Hisbullah, 2022). Given the aforementioned background, this study aims to answer the following research questions: What is the prototype of TBL materials that can effectively improve students' vocabulary mastery at secondary schools? What are the criteria for assessing the quality of TBL materials that can improve students' vocabulary mastery at secondary schools? By addressing these questions, the study intends to provide insights into the development and implementation of effective TBL materials that can enhance students' English vocabulary acquisition at the secondary level.

## RESEARCH METHOD

### Research Design

The present study utilizes the Research and Development (R&D) method to develop and test the effectiveness of Task-Based Learning materials in improving students' vocabulary mastery at secondary schools. The R&D is a research method used to produce a specific product and evaluate its effectiveness (Cohen et al., 2018). This method involves several stages, including collecting data, system development, and testing and evaluating the product. In this study, the researcher employs the 4D model (Define, Design, Develop, and Disseminate), which is a systematic learning design model (Blessing & Chakrabarti, 2009). The 4D model consists of four stages, namely defining the objectives, designing the materials, developing the product, and disseminating the product to the target audience. By utilizing the R&D method and the 4D model, this study aims to answer the research questions, what the prototype of Task-Based Learning materials looks like that can

improve students' vocabulary mastery at secondary schools, and how the quality of Task-Based Learning materials is that can improve students' vocabulary mastery at secondary schools.

### **Define**

The stage of "define" is an essential step in developing effective learning materials. It involves several critical steps, including front-end analysis, student analysis, task analysis, concept analysis, and specifying instructional objectives (Richey & Klein, 2005). Front-end analysis is the first step in this process, and it helps to identify the problems that need to be addressed in the development of learning materials. This stage is critical in identifying alternative solutions to the problems that have been identified. The next step in the "define" stage is student analysis, which involves analyzing the needs of students. In this case, high school students are the target audience. The results of the student analysis help to identify the material that students want, the expected role of students in the class, and the characteristics of the students, including their level of ability or intellectual development and the individual or social skills that they possess or need to develop to achieve the learning objectives. By conducting a thorough analysis of the learning conditions, researchers can ensure that the learning materials that are developed are effective and meet the needs of the target audience.

Concept analysis, the next step, is critical for fulfilling the adequacy principle in this study in developing learning materials. This step involves analyzing the concepts that are going to be used in the learning materials to achieve the basic competencies and competency standards. The analysis of competency standards and basic competencies helps to determine the amount and type of teaching materials needed, while the analysis of learning resources helps in identifying sources that support the preparation of teaching materials. Task Analysis, the fourth step, involves identifying the main task to be accomplished and analyzing the set of tasks that will be used in the development of the learning material. Finally, in Specifying Instructional Objectives, the results of all the previous steps are collected and analyzed to draw conclusions and determine the objectives for developing the learning material. Overall, the Define stage provides a systematic approach to developing effective learning materials that meet the needs of the target audience.

### **Design**

The design stage is a crucial phase in the development of learning materials, with the primary goal of producing well-designed and effective educational content. To achieve this objective, the process entails four essential steps, each with its unique purpose. The first step is criterion-test construction, which aims to establish a clear and measurable criterion for evaluating the effectiveness of the learning material. The second step is media selection, which involves the careful consideration of various media options in line with the characteristics of the material and learning objectives. The third step is format selection, which entails a comprehensive review of the existing learning materials' formats and determining the appropriate format for the learning materials under development. Finally, the fourth step is the creation of an initial design, which involves the application of the selected format in designing the learning material. Taken together, these four steps are critical in ensuring the successful development of high-quality and effective learning materials.

Criterion-Test Construction serves as a vital link between the define and design stages in the development of learning materials. This stage involves the creation of a test blueprint based on the learning objectives and student analysis, resulting in the development of a test specification sheet. The developed test is adjusted to the level of cognitive ability to



ensure that it is aligned with the expected outcomes. The scoring of the test results uses an evaluation guide that contains keys and scoring guidelines for each item (Thiagarajan, 1974). In the subsequent stage, the researcher selects the appropriate media for the learning material. While this research focuses on the learning material, the media used in the teaching and learning process also plays a crucial role. To select the appropriate learning materials, researchers distribute questionnaires to gather data. It is important to note that media selection is a continuous process and should not be overlooked, as it significantly impacts the effectiveness of the teaching and learning process in learning activities.

The subsequent stage in the development of learning materials involves the formation of a selection plan, which entails the identification of the appropriate learning tools, strategies, approaches, and methods. The process of selecting these elements is critical to the success of the learning materials, as it significantly influences the effectiveness of the teaching and learning process and plays a key role in improving students' vocabulary skills. Following this, the researcher proceeds to the initial design stage. However, it is important to note that in this particular research, the development of learning materials only extends to the production of a prototype, and therefore, the initial design stage is not carried out (Thiagarajan, 1974).

### **Develop**

The development stage is a crucial phase in the production of learning materials, involving a two-step process. The first step is expert appraisal followed by revision, which aims to refine the learning materials based on expert input. The expert input serves as a critical component in ensuring that the learning tools are accurate, comprehensive, and effective in meeting the desired learning objectives. The revision stage involves the incorporation of expert feedback into the development process, resulting in the creation of a revised version of the learning materials.

The second step in the development stage is developmental testing, which serves as a critical quality control measure. This step involves the testing of the learning materials with a sample of learners to gather data on the effectiveness of the learning tools in achieving the desired learning outcomes. Based on the data gathered from the developmental testing, the learning materials undergo further revisions to address any identified issues. Finally, the dissemination of the learning materials serves as the final step in the development stage. This step involves the distribution of the final version of the learning materials to the target audience. The purpose of the development stage is to produce a final form of the learning tools that have undergone rigorous expert appraisal, testing, and revision to ensure their effectiveness in achieving the desired learning outcomes.

Expert appraisal is a critical technique used to obtain suggestions for improving learning materials. This process involves the evaluation of the learning media by experts who assess various aspects such as format, language, illustrations, and content. Based on the input from experts, the learning materials are revised to ensure that they are precise, effective, easy to use, and have high technical quality, all of which contribute to their overall effectiveness in achieving the desired learning outcomes (Thiagarajan, 1974). Field trials serve as an essential component of the developmental process, as they provide direct input in the form of responses, reactions, and comments from students and observers to the learning tools that have been prepared. The trials, revisions, and retrials are conducted continuously until a consistent and effective device is obtained. This process involves incorporating the feedback obtained from the trials into the revision process, leading to further refinements of the learning materials. The goal of this iterative process is to produce

a final version of the learning materials that are both effective and efficient in meeting the desired learning objectives.

### **Disseminate**

The dissemination process is a final stage of development. The dissemination stage is carried out to promote the development product so that it can be accepted by users, either individuals, groups, or systems. But in this case, the researcher only publish the research result to journal or SINTA. Data are defined as real information or material that can be used as the basis for a study (analysis or conclusion). The data are disclosed in the results phase of this reseach are: The accuracy, efficiency or validity, sustaibility and attractiveness of the materials and the designs of learning material are obtained from material and development experts. The language accuracy, language diversity and language attractiveness used in the development of learning materials are obtained from native speakers. The students' need analysis data from students (in this case students grade 11).

### **Data Analysis**

The development of this learning material involved the collection of quantitative data in the form of assessment points provided by experts who evaluated the learning materials according to the predetermined assessment criteria. The expert validation stage served as a valuable source of data, as it provided critical feedback in the form of criticism, suggestions, and comments on the learning materials. The data collected from the expert validation stage were both quantitative and qualitative. The qualitative data collected during the developmental process were analyzed using various qualitative methods, including data condensation, data display, and drawing conclusions.

The data condensation process involved summarizing and reducing the large amount of collected data into a more manageable form. The data display stage involved organizing and presenting the condensed data in a clear and concise manner. Drawing conclusions from the data was the final step in the analysis process, where the researcher identified patterns, themes, and relationships in the data to draw meaningful conclusions. The use of both quantitative and qualitative data in the development process provides a comprehensive view of the learning materials' strengths and weaknesses. The use of expert validation and analysis of qualitative data provides valuable insights into the effectiveness of the learning materials, as well as potential areas for improvement. The rigorous analysis of data using established qualitative methods ensures that the conclusions drawn from the data are accurate and reliable.

In this study, the researchers collected two types of data to inform the development of task-based English learning materials. The first type of data was students' need analysis, which was collected by distributing a Linkert scale questionnaire to secondary school students. The questionnaire data was analyzed using Microsoft Excel to identify patterns and trends in students' learning needs. The data obtained from this questionnaire provided the foundation for the development of task-based English learning materials that were tailored to meet students' needs. The second type of data was validation data on the accuracy and efficiency of the task-based English learning materials.

To obtain this data, the researchers distributed a Linkert scale questionnaire to experts in the field of English language teaching. The questionnaire was designed to evaluate the effectiveness and relevance of the learning materials based on a set of predetermined criteria. Once the questionnaires were filled out by experts, the researchers analyzed the data using Microsoft Excel to determine the accuracy and efficiency of the task-based English learning materials. By collecting and analyzing both types of data, the researchers were able to develop task-based English learning materials that were tailored

to meet the needs of secondary school students while also being effective and accurate. The use of a rigorous data collection and analysis process ensured that the learning materials were thoroughly evaluated before they were implemented in the classroom. Additionally, the use of Microsoft Excel to analyze the questionnaire data ensured that the data was accurately and efficiently processed, allowing the researchers to draw meaningful conclusions about the effectiveness of the learning materials.

## RESULTS AND DISCUSSION

### Research Results

This study belongs to the category of development research, which aims to create new products in the learning system. The specific focus of this research is to develop and produce Task-Based Learning Materials for teaching vocabulary. The development research is a systematic and iterative process that involves multiple stages and steps, such as identifying the problem, conducting a needs analysis, formulating objectives, designing the product, and testing and validating the product. The main goal of development research is to create a practical and effective product that can solve the problem or meet the needs of the intended users.

In the context of language teaching and learning, the development of learning materials is a critical area of research and practice, as it can greatly influence the quality and effectiveness of language instruction. By developing task-based learning materials for teaching vocabulary, this study aims to contribute to the field of language education by providing a new and innovative approach to language teaching and learning. The task-based approach emphasizes the use of authentic and meaningful tasks that can engage learners in active and communicative language use, which is believed to be more effective in promoting language learning and retention. Therefore, this study can have significant implications for language teachers, curriculum designers, and language learners, who can benefit from the insights and recommendations generated from this research.

The procedure for developing this learning material uses a 4-D model set from the Thiagarajan development model which consists of the Definition stage, the Design stage, the Develop stage and the Dissemination stage. The following are the results of the stages of developing task-based learning materials.

#### *Results of the Defining Stage*

In this stage, researchers define the research focuses in line with the research problems. The data of this stage are gained using front-end analysis in which it helps to identify the problems that need to be addressed in the development of learning materials. The data are critical to take a consideration in identifying alternative solutions to the problems that have been identified. This stage also involves analyzing the needs of students. In summary, the defining stage consists of three steps, including identification of problems, identification of competencies, identification of learning materials, identification of student characteristics, and identification of problem solving. Based on the problems that have been found, the problems in the research can be identified as follows: 1) Teachers need materials that are easy to guide. 2) Students like learning using interactive task-based materials. 3) Students need creative and innovative learning materials that are able to support learning activities and are relevant to everyday life. 4) Students need an up to date materials.

TOTAL LACKS																
12a	65		13a	66		14a	100		15a	66		16a	99		17a	67
12b	66		13b	98		14b	67		15b	68		16b	67		17b	40
12c	96		13c	66		14c	99		15c	99		16c	67		17c	99
12d	98		13d	99		14d	99		15d	131		16d	99		17d	66
												16e	99			

Figure 1. Students' Lack in Vocabulary Acquisition

The study collected data through a questionnaire distributed to students, which aimed to identify their perceptions of the adequacy of the existing learning materials and the need for task-based learning materials. The questionnaire provided insights into the students' perceived deficiencies in the current materials and highlighted the absence of creativity and innovation in the materials. The results indicated that students lacked the latest materials and that the teacher's role in the classroom was not well defined, leading to low performance in several English language skills. To address these issues, task-based learning materials were developed, based on class XI materials, with an emphasis on designing the learning process. The language competences of the students are presented in Figure 2.

UNIT	STANDAR KOMPETENSI (KOMPETENSI INTI)	PEMETAAN KOMPETENSI					
		KOMPETENSI KEBAHASAAN				KOMPETENSI BAHASA BUDAYA	
		MENDENGAR	BERBICARA	MEMBACA	MENULIS	TATA BAHASA	KOSA KATA
Unit 1	Mampu memberi dan meminta informasi terkait hubungan kekerabatan	Mampu memahami isi audio tentang silsilah kekeluargaan	Mampu menjelaskan silsilah keluarga secara lisan	Mampu memahami teks deskripsi tentang keluarga	Mampu menulis secara sederhana tentang keluarga	Mampu menyampaikan ungkapan selamat dan doa	Mampu menggunakan kosakata yang berhubungan dengan hubungan kekerabatan
Unit 2	Mampu memberi dan meminta informasi tentang kegiatan sehari-hari	Mengidentifikasi kegiatan dari dengar tentang kegiatan sehari-hari.	Mampu bertanya dan bercerita tentang kegiatan yang dilakukan sehari-hari.	Mampu mengidentifikasi kegiatan sehari-hari seseorang dari sebuah teks.	Mampu menceritakan kegiatan sehari-hari dalam bentuk paragraf.	Mampu membuat kalimat dengan menggunakan kata penghubung penanda keterangan waktu.	Mampu menggunakan kosakata yang berhubungan dengan kegiatan sehari-hari.
Unit 3	Mampu mendeskripsikan kegemaran	Mampu mengidentifikasi informasi dari isi simakan.	Mampu melaporkan hasil wawancara secara lisan	Mampu menceritakan kembali isi bacaan dengan kata-kata sendiri.	Mampu menulis teks deskripsi tentang kegemaran		Mampu menggunakan kosakata yang berhubungan dengan kegemaran.

Figure 2. Students' Language Competence

The purpose of this study is to develop task-based learning materials that can be utilized by both class XI teachers in Central Lombok Regency during the teaching and learning process and by individual students. To achieve this goal, it is necessary to conduct a user analysis to identify the characteristics of students during the learning process. The identification of these characteristics is important in order to develop effective learning materials that meet the specific needs of the learners. The results of the user analysis indicate that students tend to be noisy during class, quickly lose interest in traditional teaching methods, and often become distracted when the teacher is explaining the lesson. In addition, only a small number of students participate actively in classroom discussions, while the majority of students tend to be passive and disengaged. These findings suggest that the development of task-based learning materials that incorporate interactive and engaging activities could be an effective strategy to promote student engagement and improve learning outcomes.



Interactive learning materials have been found to be effective in enhancing students' learning experiences. In this study, the researchers aim to develop task-based learning materials that can be used by class XI teachers in Central Lombok Regency during teaching and learning, as well as serve as individual learning materials for class XI students. In addition to identifying the lack of learning materials and students' needs, the researchers also conducted a questionnaire survey to obtain insights into students' necessities, preferences for learning procedures, and expectations of the teacher's role in class, as well as their own role. The data gathered from the questionnaire provided valuable insights into the development of task-based learning materials that can meet the expectations of students and enhance their learning experiences. Thus, the development of interactive learning materials that reflect the needs and preferences of students is essential for the effective implementation of task-based learning in the classroom.

Total Necessities																					
1a	131	2a	129	3a	129	4a	129	5a	62	6a	130	7a	129	8a	130	9a	152	10a	102	11a	127
1b	128	2b	128	3b	129	4b	126	5b	65	6b	126	7b	129	8b	127	9b	128	10b	104	11b	127
1c	132	2c	131	3c	128	4c	126	5c	67	6c	129	7c	132	8c	128	9c	129	10c	127	11c	125
1d	89	2d	121	3d	0	4d	0	5d	67	6d	126	7d	95	8d	124	9d	134	10d	127	11d	105

### Figure 3. Students' Language Necessity

In this study, the researchers collected data on the learning material needs that students require in learning English. The purpose of this data was to determine the materials that need to be developed for the students. The data were collected through a questionnaire, which identified the topics that students require, and the elements within those topics that students need to learn in English. The top three topics identified were daily activities, hobbies, and kinship. In addition to identifying topics, the researchers also obtained data on the skills that students feel need to be mastered in the lesson. The data revealed that students felt that the four English language skills, including speaking, writing, reading and writing were important skills for them to master. Furthermore, the study concluded that students required more topic elements that are directly related to everyday life. At the student's need analysis stage, it is also essential to gather data on what students want in their learning material. This data would help in creating interactive learning materials that are engaging and effective for the students.

TOTAL WANTS					
18a	127	19a	130	20a	132
18b	128	19b	99	20b	132
18c	130	19c	99	20c	129
18d	129	19d	131	20d	131
18e	126				

**Figure 4. Students' Language Wants**

The study aimed to identify students' wants in learning materials, particularly in relation to the task-based learning model. To achieve this goal, the researchers conducted a need analysis, which included examining the inputs that students desired in learning materials. A questionnaire was distributed to secondary school students to gather data on students' expectations for task-based learning models, sources of reading texts, and limits

on the length of texts in their learning materials. By analyzing the data obtained from the questionnaire, the researchers were able to identify the specific wants of students in the learning process. These included the types of learning models and sources of reading texts that students expected, as well as their preferences for the length of text in their learning materials. These findings provide valuable insights into how learning materials can be developed to meet the specific wants and needs of students in the context of task-based learning.

The study included a need analysis to identify the learning procedures and activities that students expect during the teaching and learning process. This data is essential in determining the types of activities and tasks that can be implemented in class. The researcher obtained data on the types of activities and tasks that students expected, including learning procedures that focus on text structure, writing purposes, and specific topics. In addition, the researcher also gathered data on the number of written texts that students prefer to have in their learning materials, which is a maximum of five texts. The teacher and student roles were also examined as part of the need analysis. This data is important in determining the appropriate instructions to meet students' expectations. Based on the findings, the researcher concluded that students preferred activities in which the teacher played a more controlling role while students managed their activities. However, students still want the teacher to provide feedback on their work and carry out evaluation assessments on their worksheets or their performance in front of the class. This information provides valuable insights into the design of effective learning materials that meet students' needs and preferences.

#### *Result of Designing Stage*

The purpose of the design stage is to design Task-based learning materials in accordance with pre-determined indicators and learning objectives.

The result of this research is the creation of learning materials for class XI. This learning material program is dominated by colored texts, recorded sounds that can be accessed through gadgets, animation videos and task-based learning module designs. The making of this learning material uses a program module and the final result of the learning material that is made is printed into a learning module. The visual appearance of the learning materials using the task-based program developed in Central Lombok Regency is as attached in the appendix. The following is the structure contained in each unit.

Table 1. The Product Structures

No.	Unit	Structure	Content
1	1	Tittle	My Family Learning Objectives
		Reading	Reading Task
		Writing	Writing Task
		Listening	Listening Task
		Speaking	Speaking Task

#### *Result of Development Stage*

Integrated thematic learning material that have been designed are first consulted with the experts, then the materials are assessed by competent people (validators) who have understood the principles of language, materials, and learning. Based on the validation results of linguists, material experts, and learning experts on Task-based learning material, the research product was appropriate to be applied in the teaching of vocabulary in EFL classes at the middle schools.

The development of task-based learning materials is in form of modules. This learning material contains material about kinship, daily activities and hobbies for XI grade students in Central Lombok. This learning material has been validated by material development experts and linguists and has followed the appropriate stages of development. The results obtained from the validation results include very good criteria with a percentage of 92,85% and 94,11%.

## Discussion

The present study seeks to contribute to the field of language teaching by developing task-based learning materials for the acquisition of vocabulary, with a particular focus on linguistic awareness at the secondary school level. The development of these materials involves several components, including the selection of appropriate topics and contents, the integration of grammar instruction, the identification and selection of vocabulary items, the design of task-based activities, and the incorporation of various language activities. These components are carefully considered and integrated to ensure that the resulting materials are effective in promoting vocabulary acquisition (Ihsan & Syafitri, 2021; Zano, 2022) and linguistic awareness (Alderson & Hudson, 2013; Hidayatullah & Haerazi, 2022) among secondary school students. By addressing these important aspects of language learning, the study aims to make a valuable contribution to the field of language teaching and learning, particularly in the area of task-based instruction.

This study is designed to develop interactive learning materials for individual students with a focus on vocabulary acquisition, within the context of English as a foreign language (EFL) classes at the secondary school level. The learning materials were designed to incorporate a range of components, including topics, contents, grammars, tasks, activities, and language activities. During the teaching process, teachers are expected to provide explanations and guidance to help accelerate student understanding in line with the language activities and tasks within each unit of the learning materials (Haerazi & Irawan, 2020). The developed product emphasized vocabulary acquisition, which is integrated into various simple reading texts that are adapted based on students' linguistic awareness (Assauri et al., 2022; Cenoz et al., 2021). To enhance students' linguistic awareness, this study also provides several learning activities that encourage students to engage more deeply with the language and its structures during their EFL classes. Overall, the interactive learning materials developed in this study offer an innovative and engaging approach to vocabulary acquisition in EFL classes, which can help to enhance students' linguistic abilities and support their overall language learning goals.

Vocabulary acquisition is a crucial aspect of language learning. To facilitate the process of improving students' word option, task-based language learning has been identified as an effective method (Afifah & Devana, 2020; Azis & Husnawadi, 2020; Han, 2018). The use of this method enables students to engage in meaningful tasks that are designed to help them acquire new vocabulary. The learning materials used in this study are designed in an interactive format for individual students. While the materials are self-contained, teachers are encouraged to provide additional explanations to help accelerate student understanding in line with the language activities and tasks in each unit. The developed product emphasizes vocabulary acquisition through the use of simple reading texts that are adapted based on students' linguistic awareness.

The product is designed to be engaging for students by incorporating serial pictures with various vocabulary. Previous studies have shown that students are more likely to enjoy the learning process when they are presented with various tasks and word games. As a result, the learning activities provided in this study are designed to encourage students to improve their linguistic awareness in EFL classes. Overall, the use of task-based

language learning provides a platform for students to actively engage in the process of acquiring new vocabulary. Through the use of interactive learning materials and various tasks, students are more likely to enjoy the learning process and improve their vocabulary acquisition skills (Teraï et al., 2021; Vaahtoranta et al., 2021). As such, this study contributes to the existing literature on language learning by highlighting the effectiveness of task-based language learning in improving students' word option.

The development of learning materials is an important aspect of language education. It is therefore important to evaluate the strengths and weaknesses of a product to improve its effectiveness in facilitating learning. In the case of the task-based language learning product developed, it has both strengths and weaknesses that need to be considered. One of the strengths of the product is its interactive nature, which allows students to access the materials anytime and anywhere (Santos, 2023; Teng & Zhang, 2021). This feature provides flexibility for students to learn at their own pace and time, which is crucial for individualized learning. The use of pictures and animations in the presentation of the materials also makes it more attractive and engaging for students. In addition, the product can be used for independent learning, which is important for students to develop self-directed learning skills. On the other hand, there are some weaknesses that need to be addressed.

One of the limitations of the product is its reliance on electronic equipment such as LCDs, which may not be available in some schools. This limitation can hinder the students' access to the videos contained in the module, which may affect their learning experience (Bahari, 2021; Hadi & Karyadi, 2023). Another weakness of the product is the lack of attractive colors or decorations in the module, which can affect the visual appeal of the materials. This may lead to reduced motivation for students to engage with the materials. To improve the product, it is necessary to address these weaknesses. One possible solution is to provide alternative ways for students to access the materials, such as providing printed materials or making the videos available on other platforms. In addition, incorporating attractive colors and decorations in the module can increase students' engagement and motivation to learn. These improvements can enhance the effectiveness of the product in facilitating students' language learning.

## **CONCLUSION**

The present study has contributed to the field of language teaching by developing task-based learning materials for vocabulary acquisition, with a focus on linguistic awareness at the secondary school level. The developed interactive learning materials emphasize vocabulary acquisition through the use of simple reading texts that are adapted based on students' linguistic awareness. The materials also incorporate various tasks and language activities to enhance students' linguistic awareness and engagement in the language learning process. The study highlights the effectiveness of task-based language learning in improving students' word option and contributes to the existing literature on language learning.

While the developed product has several strengths, such as its interactive nature, attractive presentation, and potential for independent learning, it also has weaknesses that need to be addressed. The reliance on electronic equipment such as LCDs may limit students' access to the materials, and the lack of attractive colors or decorations may affect students' motivation to engage with the materials. To improve the product, it is necessary to provide alternative ways for students to access the materials and to incorporate attractive colors and decorations in the module to enhance students' engagement and motivation. By addressing these weaknesses, the effectiveness of the product in facilitating students' language learning can be enhanced.



## RECOMMENDATION

The present study seeks to contribute to the field of language teaching by developing task-based learning materials for the acquisition of vocabulary, with a particular focus on linguistic awareness at the secondary school level. Future studies should focus on the effectiveness of task-based language learning materials in promoting vocabulary acquisition and linguistic awareness among students at different levels of language proficiency. While the present study focused on secondary school students, it is important to investigate whether these materials are equally effective for students at the primary or tertiary levels. Future studies could also explore the impact of cultural and linguistic backgrounds on students' acquisition of vocabulary through task-based learning materials. Additionally, the effectiveness of these materials in promoting long-term retention of vocabulary and the transfer of knowledge to different language contexts could be examined.

Researchers also recommend for further studies to explore ways to address the limitations of the interactive learning materials developed in this study. One possible approach is to investigate alternative ways for students to access the materials, such as providing printed materials or making the videos available on other platforms. Another possible solution is to investigate the use of attractive colors and decorations in the module to increase students' engagement and motivation to learn. Future studies could also investigate the impact of these improvements on students' learning outcomes. In addition, it would be beneficial to investigate the factors that influence the adoption and implementation of task-based language learning materials by teachers and schools. Understanding these factors can help to improve the effectiveness of these materials in promoting vocabulary acquisition and linguistic awareness among students.

## ACKNOWLEDGMENT

Researchers would like to express my heartfelt gratitude to everyone who has supported us throughout the study. First and foremost, we would like to thank research partners for their guidance, encouragement, and invaluable feedback that has been instrumental in shaping the direction of the study. We would also like to express our appreciation to colleagues, who have provided valuable insights and support throughout the research process. We are also grateful to the participants who have generously given their time and shared their experiences with us. Finally, we would like to extend our sincere thanks to friends for their unwavering support and encouragement, which has been a source of strength for us throughout this journey. Without their support, this study would not have been possible.

## REFERENCES

- Afifah, N., & Devana, T. (2020). Speaking Skill through Task Based Learning in English Foreign Language Classroom. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 7(2), 135. <https://doi.org/10.33394/jo-elt.v7i2.3109>
- Al Adawiyah, A. (2023). CIRC Learning Model for Reading Comprehension of French Language. *Journal of Languages and Language Teaching*, 11(1), 104. <https://doi.org/10.33394/jollt.v11i1.6903>
- Alderson, J. C., & Hudson, R. (2013). The metalinguistic knowledge of undergraduate students of English language or linguistics. *Language Awareness*, 22(4), 320–337. <https://doi.org/10.1080/09658416.2012.722644>

- Alfatihah, D. F. N., & Tyas, P. A. (2022). The Correlation Between Undergraduate-Students' Reading Interest and Their Reading Comprehension. *Journal of Languages and Language Teaching*, 10(3), 343. <https://doi.org/10.33394/joltt.v10i3.5460>
- Álvarez Valencia, J. A. (2014). Developing the intercultural perspective in foreign language teaching in Colombia: A review of six journals. *Language and Intercultural Communication*, 14(2), 226–244. <https://doi.org/10.1080/14708477.2014.896922>
- Andika, A., Tahrur, T., & Firdaus, M. (2023). Developing English Grammar Instructional Materials Oriented to Constructivism Theory. *Journal of Languages and Language Teaching*, 11(2), 286. <https://doi.org/10.33394/joltt.v11i2.6838>
- Aprianoto, Dr., & Haerazi, Dr. (2019). Development and Assessment of an Interculture-based Instrument Model in the Teaching of Speaking Skills. *Universal Journal of Educational Research*, 7(12), 2796–2805. <https://doi.org/10.13189/ujer.2019.071230>
- Arndt, H. L., & Woore, R. (2018). Vocabulary learning from watching YouTube videos and reading blog posts. *Language Learning*, 22(1), 124–142. <https://doi.org/10.125/44660>
- Arshad, A., Shah, S. K., & Ahmad, M. (2020). Investigating cultural contents in English language teaching materials through textbook evaluation. *Journal of Language and Cultural Education*, 8(2), 127–145. <https://doi.org/10.2478/jolace-2020-0017>
- Assauri, M. S. A., Haerazi, H., Sandiarsa, K. D., & Pramoolsook, I. (2022). Exploring English Teachers' Perception on the Teaching of Using Story Telling Viewed from Phonology Awareness to Improve Students' Speaking Skills amid Covid-19 Pandemic. *Journal of Language and Literature Studies*, 2(2), 99–108. <https://doi.org/10.36312/jolls.v2i2.615>
- Augustyn, P. (2013). Translation and Bilingual Practice for German Vocabulary Teaching and Learning. *Die Unterrichtspraxis/Teaching German*, 46(1), 27–43. <https://doi.org/10.1111/tger.10127>
- Azis, Y. A., & Husnawadi, H. (2020). Collaborative Digital Storytelling-based Task for EFL Writing Instruction: Outcomes and Perceptions. *The Journal of AsiaTEFL*, 17(2), 562–579. <https://doi.org/10.18823/asiatefl.2020.17.2.16.562>
- Bahari, A. (2021). Computer-mediated feedback for L2 learners: Challenges versus affordances. *Journal of Computer Assisted Learning*, 37(1), 24–38. <https://doi.org/10.1111/jcal.12481>
- Baiq Sumarni, Dharma Dev Bhatta, & Kho, S. F.-C. (2022). The Use of Total Physical Response in Teaching Vocabulary Integrated with Meaningful Classroom Interaction. *Journal of Language and Literature Studies*, 2(1), 23–32. <https://doi.org/10.36312/jolls.v2i1.710>
- Blessing, L. T. M., & Chakrabarti, A. (2009). *DRM, a Design Research Methodology*. Springer London. <https://doi.org/10.1007/978-1-84882-587-1>
- Bowers, P. N., & Kirby, J. R. (2010). Effects of morphological instruction on vocabulary acquisition. *Reading and Writing*, 23(5), 515–537. <https://doi.org/10.1007/s11145-009-9172-z>
- Br Sembiring, D. L., & Simajuntak, D. C. (2023). Digital Storytelling as an Alternative Teaching Technique to Develop Vocabulary Knowledge of EFL Learners. *Journal of Languages and Language Teaching*, 11(2), 211. <https://doi.org/10.33394/joltt.v11i2.7523>
- Cenoz, J., Leonet, O., & Gorter, D. (2021). Developing cognate awareness through pedagogical translanguaging. *International Journal of Bilingual Education and Bilingualism*, 1–15. <https://doi.org/10.1080/13670050.2021.1961675>

- Chonnia, I. U., & Izzah, L. (2022). The Use of Squid Game Simulation for Challenging Students' Vocabulary Mastery. *Journal of Languages and Language Teaching*, 10(4), 508. <https://doi.org/10.33394/jollt.v10i4.6000>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education (8th Edition)*. New York: Routledge.
- Deni, R., & Fahriany, F. (2020). Teachers' Perspective on Strategy for Teaching English Vocabulary to Young Learners. *Vision: Journal for Language and Foreign Language Learning*, 9(1), 48–61. <https://doi.org/10.21580/vjv9i14862>
- Eliata, N. M. A., & Miftakh, F. (2021). Emphasizing text structure strategy instruction to scaffold 11th grade students' reading comprehension. *Journal of Languages and Language Teaching*, 9(4), 411. <https://doi.org/10.33394/jollt.v9i4.3998>
- Fatiani, T. A., Rahman, A., & Jupri, J. (2021). Practicing Cooperative Learning Model Using Picture Cube and Story Marker to Improve Writing Skills. *Journal of Language and Literature Studies*, 1(1), 29–40. <https://doi.org/10.36312/jolls.v1i1.500>
- Firdaus, M., & Mayasari, S. (2022). Schoology-Aided Instruction: Measuring the Effectiveness for Student-Teachers' Reading Comprehension Achievement. *Journal of Languages and Language Teaching*, 10(3), 380. <https://doi.org/10.33394/jollt.v10i3.5311>
- Habibi, A., Jupri, & Dehghani, S. (2022). Developing the Prototype of Text-Based Learning Materials for the Teaching of Reading Skills at the Middle Schools. *Journal of Language and Literature Studies*, 2(2), 75–87. <https://doi.org/10.36312/jolls.v2i2.760>
- Hadi, M. S., & Karyadi, A. N. (2023). Can Social Media-Style Fanfiction Stories Enrich Students' Narrative Writing Mastery? *Journal of Languages and Language Teaching*, 11(1), 123. <https://doi.org/10.33394/jollt.v11i1.5814>
- Haerazi, H., Dehghani, S., Rachmawati, U., & Irwansyah, D. (2021). The C-BIM Model in Improving Reading, Writing, and Critical Thinking Skills: Outcome and Perception. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, 5(2), 152–167. <https://doi.org/10.36312/esaintika.v5i2.503>
- Haerazi, H., & Irawan, L. A. (2020). The Effectiveness of ECOLA Technique to Improve Reading Comprehension in Relation to Motivation and Self-Efficacy. *International Journal of Emerging Technologies in Learning (IJET)*, 15(01), 61. <https://doi.org/10.3991/ijet.v15i01.11495>
- Han, Z. (2018). Task-Based Learning in Task-Based Teaching: Training Teachers of Chinese as a Foreign Language. *Annual Review of Applied Linguistics*, 38, 162–186. <https://doi.org/10.1017/S026719051800003X>
- Hidayatullah, H., & Haerazi, H. (2022). Exploring the Use of Various Board Games to Enhance Speaking Skills Viewed from Students' Phonology Awareness: Speaking Skills; Phonology Awareness; Games. *Journal of Language and Literature Studies*, 1(2), 93–102. <https://doi.org/10.36312/jolls.v1i2.614>
- Ihsan, P., & Syafitri, A. T. (2021). The Father's Storytelling Approach in Improving Children's Vocabulary Using Anime. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1), 49. <https://doi.org/10.33394/jo-elt.v8i1.3790>
- Jupri, J., Mismardiana, Muslim, & Haerazi, H. (2022). Teaching English Using Two Stay Two Stray in Improving Students' English Speaking Skills Integrated with Foreign Language Anxiety. *Journal of Language and Literature Studies*, 2(1), 33–42. <https://doi.org/10.36312/jolls.v2i1.719>

- Khazaie, S., & Jalilifar, A. (2015). Exploring the Role of Mobile Games in a Blended Module of L2 Vocabulary Learning. *Teaching English Language*, 9(1). <https://doi.org/10.22132/tel.2015.53732>
- Kho, S. F.-C., Ramanair, J., & Pandian, A. (2021). Students' Vocabulary Learning Strategies of Discovery and Consolidation in Malaysian Primary School English Language Classrooms. *Pertanika Journal of Social Sciences and Humanities*, 29(2). <https://doi.org/10.47836/pjssh.29.2.33>
- Kusmayanti, I. N., & Hendryanti, R. (2021). Square Talks®: A Mobile App to Support EFL Learners' Vocabulary Development. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(2), 139. <https://doi.org/10.33394/jo-elt.v8i2.4393>
- Lume, L. L., & Hisbullah, Muh. (2022). The Effectiveness of Task-Based Language Teaching to Teach Speaking Skills. *Journal of Languages and Language Teaching*, 10(1), 85. <https://doi.org/10.33394/jollt.v10i1.4399>
- Putri, R. D. F., Hadi, M. S., & Mutiarani, M. (2021). The Efficacy of Instagram @Gurukumrd as the Media in Improving Students Reading Skills. *Journal of Languages and Language Teaching*, 9(3), 350. <https://doi.org/10.33394/jollt.v9i3.3795>
- Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. *Journal of Computing in Higher Education*, 16(2), 23–38. <https://doi.org/10.1007/BF02961473>
- Rokhayati, T., & Alvionita, E. (2022). The Use of Online Literature Circles to Enhance the Students' Critical Reading Skill. *Journal of Languages and Language Teaching*, 10(1), 94. <https://doi.org/10.33394/jollt.v10i1.4079>
- Santos, A. I. (2023). Task-Supported EFL Instruction: Integrating Students, Teacher, and Textbook Roles in a Japanese Mainstream High School Class. *Journal of Languages and Language Teaching*, 11(2), 178. <https://doi.org/10.33394/jollt.v11i2.7019>
- Teng, M. F., & Zhang, D. (2021). Task-induced involvement load, vocabulary learning in a foreign language, and their association with metacognition. *Language Teaching Research*, 136216882110087. <https://doi.org/10.1177/13621688211008798>
- Terai, M., Yamashita, J., & Pasich, K. E. (2021). Effects of Learning Direction in Retrieval Practice on EFL Vocabulary Learning. *Studies in Second Language Acquisition*, 43(5), 1116–1137. <https://doi.org/10.1017/S0272263121000346>
- Vaahutoranta, E., Suggate, S., Lenhart, J., & Lenhard, W. (2021). Language exposure and phonological short-term memory as predictors of majority language vocabulary and phonological awareness in dual language learning. *Bilingualism: Language and Cognition*, 24(2), 319–332. <https://doi.org/10.1017/S1366728920000541>
- Zano, K. (2022). Breadth and Depth-Vocabulary Knowledge and Reading Comprehension in an English First Additional Language Context. *Journal of Languages and Language Teaching*, 10(2), 223. <https://doi.org/10.33394/jollt.v10i2.4827>